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THE UNIVERSITY OF ALBERTA

A GENERAL SURVEY OF THE PROTESTANT AFFILIATED
AND ACCREDITED SECONDARY SCHOOLS IN ALBERTA

A DISSERTATION
SUBMITTED TO THE GRADUATE FACULTY
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR
THE DEGREE OF MASTER OF EDUCATION

DEPARTMENT OF EDUCATION

BY
FRANKLIN HYRUM SMITH

EDMONTON, ALBERTA

JUNE, 1949

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1947	1948
1	1947-1948
2	1947-1948
3	1947-1948
4	1947-1948
5	1947-1948
6	1947-1948
7	1947-1948
8	1947-1948
9	1947-1948
10	1947-1948
11	1947-1948
12	1947-1948
13	1947-1948
14	1947-1948
15	1947-1948
16	1947-1948
17	1947-1948
18	1947-1948
19	1947-1948
20	1947-1948
21	1947-1948
22	1947-1948
23	1947-1948
24	1947-1948
25	1947-1948
26	1947-1948
27	1947-1948
28	1947-1948
29	1947-1948
30	1947-1948
31	1947-1948
32	1947-1948
33	1947-1948
34	1947-1948
35	1947-1948
36	1947-1948
37	1947-1948
38	1947-1948
39	1947-1948
40	1947-1948
41	1947-1948
42	1947-1948
43	1947-1948
44	1947-1948
45	1947-1948
46	1947-1948
47	1947-1948
48	1947-1948
49	1947-1948
50	1947-1948

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CHAPTER I

INTRODUCTION

Educators are in a dilemma over the question of religious education in the public schools. Should time be given to religious instruction during classroom hours? Should the classroom teacher be expected to teach religion? Should credits be given for religious courses? Who is to determine course content and the interpretation to be put upon it? These are just a few of the problems concerning religious education which plague educators today. Many experiments with religion in public education have been tried in Canada and the United States with varying degrees of success. On the whole, a satisfactory solution has not been found. The main difficulty is in the lack of agreement as to what should be taught. No two sects are willing that their youth be indoctrinated in the other's peculiar tenets.

A compromise has been made in Alberta which is generally considered to be worthless from the point of view of religionists. According to Section 156 of the School Act: "All schools shall be opened by the reading, without explanation or comment, of a passage of scripture to be selected from those prescribed or approved for that purpose by the Minister, to be followed by the recitation of the Lord's Prayer:

Provided that any Board may, by resolution, dispense with the scripture reading or the recitation of the Lord's Prayer or both."

The reading of a passage of scripture without explanation or comment to avoid sectarian bias, is of very doubtful value, for it raises many questions which must go unanswered and leaves the young

enquiring mind in doubt and frustration. Beyond this half-hearted attempt to inculcate respect for the Deity the School Act makes religious instruction in the last half-hour of the school day "permissible." These measures tell the story. Because of the division within the Protestant sectarian religions it has been impossible to find one workable solution. In some towns of Alberta there has been open hostility to religious instruction in the last half-hour of the day. Popular opinion has not accepted this measure as a solution to the problem.

In the United States, at the opening of the 20th Century, people sought to connect the public school with religious instruction without violating the century-old tradition of the divorce of church and state in the matter of religious education. The principal form was that of arranging for released public school time during which children could attend religious instruction at churches of their choice or pastors of these churches could come to the public school and offer instruction to members of their respective flocks. This attempt at a solution of the problem was not, on the whole, successful, and a great deal of harsh criticism has been directed against it. The latest approach to a solution is that of introducing "character education" into the schools. This would certainly avoid sectarian bias and the division over what to teach, but it would not give religious education in the commonly accepted meaning of that term.

One method of discovering the "common elements" in Protestant religions, which might successfully be integrated into a religious program acceptable to all Protestants, is that of examining what is

being done, with apparent success, by the private Protestant schools. One purpose of this thesis is to attempt to find common elements within these private schools which might profitably be adopted by the public schools.

Another vital purpose of this thesis is to investigate the nature of the growth of these private Protestant affiliated schools. They are not indigenous to Alberta. At the beginning of the century they were not in existence. Educators must be in possession of the facts concerning the conduct of these schools and the contribution which they are making to education. If the contribution is creditable these schools should be encouraged and emulated. This thesis is an attempt to appraise the status of these schools, and to examine their academic and religious curricula with a view to discovering elements which might be carried over into the public schools.

CHAPTER II

THE PROBLEM FOR INVESTIGATION

1. The Problem

The general problem is to investigate the significance of Protestant affiliated and accredited schools in the Alberta educational system. This significance will be ascertained in terms of such dimensions as number, size, academic efficiency and emphasis on religion. An effort will be made to evaluate their present status, past accomplishments and especially all trends which will give an insight into their potentialities for the future.

2. Sub-Problems

1. Examining the Electives Offered. - The above statement of the problem can be logically broken down into a number of smaller sub-problems. One of these is to examine the electives offered in these private, Protestant schools to determine whether or not they are being kept at a minimum to allow more time for the religious programs. There is a minimum number of electives required by the Department of Education before these schools can be "accredited". This minimum permits university matriculation upon graduation. It is important to know whether these Protestant accredited schools offer just the minimum to "get by" or whether they are interested in enriching their academic offerings.

2. Examining the Religious Programs. - Another part of the problem is to examine the religious programs of these schools. It is important to know how much time is spent on religious instruction within formal school hours and how much time, if any, is given to religious instruction outside formal school hours. It is equally

important to know what these schools are offering in their religious curricula by way of subject matter and devotional exercises. The conduct of these courses and exercises will, to a limited degree, find a place in this thesis.

3. Surveying School Populations. - In order to determine the rate of growth or decline of these schools it will be necessary to examine student populations over a number of years. If the number of schools has increased or decreased over a period of years, this also will be indicative of expansion or decline. A similar survey will be made of the number of teachers over the same period of time which may or may not prove to be significant.

4. Examining the Accomplishments of the Schools. - Another part of the problem consists in investigating the results achieved by these schools. In order to do this we must know the percentage of students who graduate with the high school diploma, the percentage who graduate with university matriculation and the approximate percentage of students who go on to university. A knowledge of these facts, together with the other information contained in this thesis, will enable one to assess the contribution made by these schools to the work of educating the youth of our province.

5. Appraising Teacher Qualifications. - An important part of the problem is to examine the qualifications of teachers in these schools, since the qualification of the teachers will be some criterion of the quality of teaching done.

6. Investigating any Common Elements. - Another sub-problem of first importance is to discover any common elements within the re-

ligious curricula of these schools which might have implications for the public schools of the province. If it is found that no common elements exist, that in itself would also be an important discovery.

7. Suggesting Implications for the Future. - To be forewarned is to be forearmed. Educators must know the facts to be able to deal intelligently with them. If it is found that there is anything sinister or undesirable about the schools under this survey the facts should be made public. On the other hand, if these schools are functioning in a way which reflects credit upon education in Alberta, educators must be informed in order that they may encourage their growth and emulate, as far as possible, their example. Part of the problem then, is to suggest what the implications for the future seem to be.

8. Discovering Trends. - Educators will be interested to know what trends of development or change are apparent in these Protestant affiliated and accredited secondary schools in Alberta. We must examine the religious and academic curricula of these schools to ascertain the answer to certain questions. Is there a trend towards increase or decrease of academic offerings? Are these schools growing or declining? Are they improving teacher qualifications or do they seem to be content with existing status? The answer to these questions may reveal significant developmental trends which are of vital importance to students of education in Alberta.

3. Purposes of the Investigation.

The purposes of the investigation can be outlined as follows:

1. To examine the religious programs of these schools with a view to revealing any common elements which may exist in them.

2. To examine the academic offerings in the light of what is required by the Department of Education.
3. To appraise the qualifications of teachers in these schools, both for religious and academic work.
4. To draw conclusions which may have implications for the public schools.
5. To discover trends and to indicate what these trends are.

CHAPTER III

METHOD OF GATHERING DATA

1. Limiting the Sample

This investigation is intended to be illustrative, but not final or comprehensive. Catholic schools are excluded from the survey. All of the private, religious schools, which, although they are doing commendable work with Alberta youth, do not offer university matriculation upon graduation, are excluded from the survey. Only private schools, which are affiliated with some Protestant denomination, and which are accredited by the Department of Education because they offer courses leading to university matriculation, are the subjects for this investigation. Moreover, within these private, Protestant affiliated schools, only the secondary grades, that is to say, grades X, XI and XII, are included in this study. The investigation is also limited to the province of Alberta.

TABLE I

NAME OF EACH SCHOOL IN THE SURVEY AND
THE RELIGIOUS DENOMINATION REPRESENTED BY EACH

SCHOOL	RELIGIOUS DENOMINATION
Alberta College	United Church of Canada
Concordia College	Lutheran Church, Missouri Synod
Mount Royal College	United Church of Canada
St. Hilda's School for Girls	Non-denominational
Canadian Nazarene College	Church of the Nazarene
Canadian Union College	Seventh Day Adventist
Camrose Lutheran College	Norwegian Lutheran Church of Can.
Alberta Mennonite School	Mennonite Brethren

Table I shows the name of the schools in the survey and the religious denomination represented by each.

TABLE II

NAME OF EACH SCHOOL IN THE SURVEY AND THE CITY OR TOWN
IN WHICH IT IS LOCATED

SCHOOL	CITY OR TOWN
Alberta College	Edmonton
Concordia College	Edmonton
Mount Royal College	Calgary
St. Hilda's School For Girls	Calgary
Canadian Nazarene College	Red Deer
Canadian Union College	College Heights
Camrose Lutheran College	Camrose
Alberta Mennonite School	Coaldale

Table II shows the city or town in Alberta in which each school in the survey is located.

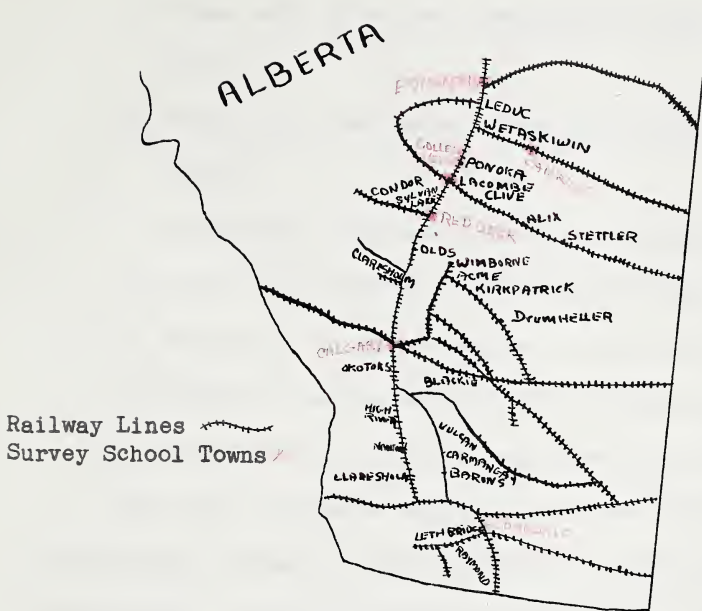


Fig. 1 - Distribution of the schools throughout Alberta.

2. Documents Used in Gathering Data

Two data-gathering techniques were used to find the information contained in this thesis. First, a questionnaire was sent out to the principals of each of the eight schools in the survey, asking for information relating to:

1. Electives taught in the year 1948 - 49.
2. Formal school hours, as defined in Section 150 of the School Act.
3. Times when religious instruction is offered within the formal school hours.
4. Times when religious instruction is offered outside formal school hours.



5. Times when devotional exercises are held during formal school hours.
6. Times when devotional exercises are held outside formal school hours.
7. Devotional exercises held during formal school hours.
8. Devotional exercises held outside formal school hours.
9. Titles of religious courses offered and textbooks used.
10. Status of school with regard to student graduation.
11. Academic and religious qualifications of teachers.

The other technique employed was a two-table device filled out by the writer himself at the Department of Education from the students' Form-A cards. It must be kept in mind that the information upon these records will not exactly correspond with that gathered from the schools themselves, the reason being that the school principals present their whole program, curricular and extra-curricular, accredited and non-accredited, while the Form-A card is concerned only with courses prescribed and accredited by the Department of Education. Both records are important and essential to this study. The principals of these schools could not be expected to supply the data for the ten-year interval. These data were gleaned from the Form-A cards. Information for the year 1948-49, however, was supplied by the principals and appears much richer and fuller than that taken from the cards. Therefore, the data from the A-cards will not do justice to these schools, but it will serve a useful purpose in that it may reveal trends which are significant.

5. QUESTIONNAIRE

QUESTIONNAIRE ON RELIGIOUS AND ACADEMIC INSTRUCTION IN PROTESTANT AFFILIATED AND ACCREDITED SECONDARY SCHOOLS IN ALBERTA

FORM A

1. Indicate with a check mark which of the following electives are taught in your school (1948 - 49).

GRADE X		GRADE XI		GRADE XII	
Group A - Academic Electives					
Algebra 1	<input type="checkbox"/>	Algebra 1	<input type="checkbox"/>	Algebra 2	<input type="checkbox"/>
Geometry 1	<input type="checkbox"/>	Geometry 1	<input type="checkbox"/>	Trig. & A. Geom. 1	<input type="checkbox"/>
Chemistry 1	<input type="checkbox"/>	Chemistry 1	<input type="checkbox"/>	Chemistry 2	<input type="checkbox"/>
Physics 1	<input type="checkbox"/>	Physics 1	<input type="checkbox"/>	Physics 2	<input type="checkbox"/>
Latin 1	<input type="checkbox"/>	Latin 2	<input type="checkbox"/>	Latin 3	<input type="checkbox"/>
French 1	<input type="checkbox"/>	French 2	<input type="checkbox"/>	French 3	<input type="checkbox"/>
German 1	<input type="checkbox"/>	German 2	<input type="checkbox"/>	German 3	<input type="checkbox"/>
	<input type="checkbox"/>		<input type="checkbox"/>	Biology 2	<input type="checkbox"/>
Group B - Vocational Electives (Commercial)					
Bookkeeping 1	<input type="checkbox"/>	Bookkeeping 2	<input type="checkbox"/>	Bookkeeping 3	<input type="checkbox"/>
Stenography 1	<input type="checkbox"/>	Stenography 2	<input type="checkbox"/>	Business Machines 1	<input type="checkbox"/>
Typewriting 1	<input type="checkbox"/>	Typewriting 2	<input type="checkbox"/>	Sec. Training 1	<input type="checkbox"/>
	<input type="checkbox"/>	Office Practice 1	<input type="checkbox"/>	Office Practice 2	<input type="checkbox"/>
Group C - Vocational Electives (Technical)					
Woodwork 1	<input type="checkbox"/>	Woodwork 2	<input type="checkbox"/>	Woodwork 3	<input type="checkbox"/>
Metalwork 1	<input type="checkbox"/>	Metalwork 2	<input type="checkbox"/>	Metalwork 3	<input type="checkbox"/>
Electricity 1	<input type="checkbox"/>	Electricity 2	<input type="checkbox"/>	Electricity 3	<input type="checkbox"/>
Automotives 1	<input type="checkbox"/>	Automotives 2	<input type="checkbox"/>	Automotives 3	<input type="checkbox"/>
Printing 1	<input type="checkbox"/>	Printing 2	<input type="checkbox"/>		<input type="checkbox"/>
Arts & Crafts 1	<input type="checkbox"/>	Arts & Crafts 2	<input type="checkbox"/>	Arts & Crafts 3	<input type="checkbox"/>
Fabrics & Dress 1	<input type="checkbox"/>	Fabrics & Dress 2	<input type="checkbox"/>	Fabrics & Dress 3	<input type="checkbox"/>
Home-making 1	<input type="checkbox"/>	Home-making 2	<input type="checkbox"/>	Home-making 3	<input type="checkbox"/>
Group D - General Electives					
Music 1	<input type="checkbox"/>	Music 2	<input type="checkbox"/>	Music 3	<input type="checkbox"/>
Art 1	<input type="checkbox"/>	Art 2	<input type="checkbox"/>	Economics 1	<input type="checkbox"/>
Dramatics 1	<input type="checkbox"/>	Dramatics 2	<input type="checkbox"/>	Creative Writing 1	<input type="checkbox"/>
General Math. 1a	<input type="checkbox"/>	Survey of E. Lit. 1	<input type="checkbox"/>		<input type="checkbox"/>
General Math. 1	<input type="checkbox"/>	General Math. 2	<input type="checkbox"/>	General Math. 3	<input type="checkbox"/>
General Science 1	<input type="checkbox"/>	General Science 2	<input type="checkbox"/>		<input type="checkbox"/>
Biology 1	<input type="checkbox"/>	Phys. Ed. 2	<input type="checkbox"/>		<input type="checkbox"/>
Geology 1	<input type="checkbox"/>	Health 2	<input type="checkbox"/>		<input type="checkbox"/>
Bookkeeping 1a	<input type="checkbox"/>	Law 1	<input type="checkbox"/>		<input type="checkbox"/>
Stenography 1a	<input type="checkbox"/>	Psychology 1	<input type="checkbox"/>		<input type="checkbox"/>
Typewriting 1a	<input type="checkbox"/>	Sociology 1	<input type="checkbox"/>		<input type="checkbox"/>
Drafting 1	<input type="checkbox"/>	Drafting 2	<input type="checkbox"/>		<input type="checkbox"/>
Farm & Home Mech.1	<input type="checkbox"/>	Farm & Home Mech.2	<input type="checkbox"/>	Farm & Home Mech.3	<input type="checkbox"/>
Home Economics 1	<input type="checkbox"/>	Home Economics 2	<input type="checkbox"/>		<input type="checkbox"/>
Needlework 1	<input type="checkbox"/>		<input type="checkbox"/>		<input type="checkbox"/>
Voc. & Guidance 1	<input type="checkbox"/>	Voc. & Guidance 1	<input type="checkbox"/>	Voc. & Guidance 1	<input type="checkbox"/>

FORM B

II. State your formal school hours as defined in Section 150 of the School

Act:

III. Fill in the blanks with the information required:

	When is Religious Instruction Offered Within School Hours as Defined Above. (II)					When is Religious Instruction Offered Outside Schools Hours as Defined Above. (II)				
Grade X	DAYS	HOURS				DAYS	HOURS			
		A.M.		P.M.			A.M.		P.M.	
		From	To		From	To		From	To	
	Mon.					Mon.				
	Tues.					Tues.				
	Wed.					Wed.				
	Thurs.					Thurs.				
	Fri.					Fri.				
	Sat.					Sat.				
Sun.					Sun.					
Grade XI	DAYS	HOURS				DAYS	HOURS			
		A.M.		P.M.			A.M.		P.M.	
		From	To		From	To		From	To	
	Mon.					Mon.				
	Tues.					Tues.				
	Wed.					Wed.				
	Thurs.					Thurs.				
	Fri.					Fri.				
	Sat.					Sat.				
Sun.					Sun.					
Grade XII	DAYS	HOURS				DAYS	HOURS			
		A.M.		P.M.			A.M.		P.M.	
		From	To		From	To		From	To	
	Mon.					Mon.				
	Tues.					Tues.				
	Wed.					Wed.				
	Thurs.					Thurs.				
	Fri.					Fri.				
	Sat.					Sat.				
Sun.					Sun.					

FORM C

IV. Fill in the blanks with the information required.

	If you Give Time To Devotional Exercises Such as Hymns, Prayer, Sermons, etc. During School Hours as Defined in (II Form B) Indicate The Periods Below.					If you Give Time to Devotional Exercises Such as Prayer, Hymns, Sermons, etc. Outside School Hours as Defined in (II Form B) Indicate the Periods Below.				
Grade X	DAYS	HOURS				DAYS	HOURS			
		A.M.		P.M.			A.M.		P.M.	
		From	To	From	To		From	To	From	To
	Mon.					Mon.				
	Tues.					Tues.				
	Wed.					Wed.				
	Thurs.					Thurs.				
	Fri.					Fri.				
	Sat.					Sat.				
	Sun.					Sun.				
Grade XI	DAYS	HOURS				DAYS	HOURS			
		A.M.		P.M.			A.M.		P.M.	
		From	To	From	To		From	To	From	To
	Mon.					Mon.				
	Tues.					Tues.				
	Wed.					Wed.				
	Thurs.					Thurs.				
	Fri.					Fri.				
	Sat.					Sat.				
	Sun.					Sun.				
Grade XII	DAYS	HOURS				DAYS	HOURS			
		A.M.		P.M.			A.M.		P.M.	
		From	To	From	To		From	To	From	To
	Mon.					Mon.				
	Tues.					Tues.				
	Wed.					Wed.				
	Thurs.					Thurs.				
	Fri.					Fri.				
	Sat.					Sat.				
	Sun.					Sun.				

FORM D

	Indicate With a Check Mark Which of the Following Devotional Exercises Are Held During Classroom Hours. (see II Form B).	Indicate With a Check Mark Which of the Following Devotional Exercises Are Held Outside Classroom Hours. (see II Form B).
Grade X	Singing Prayer Scripture Reading Scripture Memorization Sermons Catechism Religious Discussions Miscellaneous	Singing Prayer Scripture Reading Scripture Memorization Sermons Catechism Religious Discussions Miscellaneous
Grade XI	Singing Prayer Scripture Reading Scripture Memorization Sermons Catechism Religious Discussions Miscellaneous	Singing Prayer Scripture Reading Scripture Memorization Sermons Catechism Religious Discussions Miscellaneous
Grade XII	Singing Prayer Scripture Reading Scripture Memorization Sermons Catechism Religious Discussions Miscellaneous.....	Singing Prayer Scripture Reading Scripture Memorization Sermons Catechism Religious Discussions Miscellaneous

FORM E

V. Fill in the spaces with the information required.

1948 - 49	State Titles or Designations of Courses Offered on Religion.	State Titles of Religious Textbooks Used.
Grade X		
Grade XI		
Grade XII		

FORM F

VI. Place a check mark in the space provided in the appropriate column after each of the following questions.

1. Are examinations given on religion?
2. Is your school open to students not belonging to the religious group with which your school is affiliated?

VII. Fill in the following spaces with the data required.

1. How many students graduated with the High School Diploma in 1947-1948?
2. How many students graduated with the High School Diploma plus University matriculation in 1947-1948?
3. Approximately what percentage of (1947-1948) graduates went on to University?
4. How many of your teachers (1948-49) have 2 degrees?
5. How many of your teachers (1948-49) have 1 degree?
6. How many of your teachers have the Senior Elementary and Intermediate Certificate?
7. How many of your teachers have the Junior Elementary and Intermediate Certificate?
8. How many of your teachers have the old "Academic" certificate for the High School teachers?
9. How many of your teachers have the old first class certificate?
10. How many of your teachers have the old second class certificate?
11. How many of your teachers are teaching on a Letter of Authority (from the Department of Education)?
12. What qualifications has your teacher (or teachers) of religion?

.....
.....
.....

4. Summary of Departmental Records.

Data concerning electives taught, populations of students and teachers, the date of opening and closing school, and the total high school credits offered at each school for the 10-year period 1939-49 were gathered at the Department of Education from the student A-cards.

TABLE III

DATA CONCERNING ELECTIVES OFFERED DURING THE 10-YEAR INTERVAL, 1939-1949.
INFORMATION WAS TAKEN FROM THE STUDENTS' FORM-A CARDS AT THE DEPARTMENT
OF EDUCATION

[illegible]

TABLE IV

DATA CONCERNING STUDENT AND TEACHER POPULATIONS, LENGTH OF SCHOOL YEAR AND TOTAL HIGH SCHOOL CREDITS OFFERED DURING THE 10-YEAR INTERVAL, 1939-1949.

[illegible]

CHAPTER IV

FINDINGS RELATING TO RELIGIOUS CURRICULA

1. Time Spent on Religious Instruction and Devotional Exercises

This chapter is devoted to an investigation of the amount of time spent on religious instruction and devotional exercises in the private Protestant schools.

TABLE V

TIME SPENT PER GRADE PER WEEK ON RELIGIOUS INSTRUCTION AND DEVOTIONAL EXERCISES DURING AND OUTSIDE FORMAL SCHOOL HOURS

SCHOOLS	Time Spent on Religious Instruction in Formal School Hours.		Time Spent on Religious Instruction Outside Formal School Hours.		Time Spent on Devotional Exercises in Formal School Hours.		Time Spent on Devotional Exercises Outside Formal School Hours.	
	Hours	Min.	Hours	Min.	Hours	Min.	Hours	Min.
Alberta College	0	0	1	0	0	50	0	0
Concordia College	2	15	0	0	1	40	2	10
Mount Royal	1	40	3	0	0	0	No Definite Time	
St. Hilda's	1	45	0	50	1	15		
Canadian Nazarene	0	0	0	0	3	20	1	55
Canadian Union	3	0	0	0	2	0	7	15
Camrose Lutheran	1	10	0	0	1	20	1	10
Alberta Mennonite	0	50	1	0	1	20	3	20
Averages	1	20	0	43.7	1	28	2	23

All but two of the schools give time to religious instruction in classroom hours. In addition, half of the schools offer religious

instruction either before or after school hours. All the schools except one spend time on devotional exercises during school hours. All but one spend time on devotional exercises outside of classroom hours.

The average total time given to religious instruction during and outside school hours is 2 hours and 3 minutes. The School Act allows $2\frac{1}{2}$ hours per grade per week for religious instruction in the public schools, but this time is not used by the public schools for that purpose. The average total time spent per grade per week on devotional exercises during and outside school hours is 3 hours and 51 minutes. The average total time spent during formal classroom hours on religious devotion and instruction is 2 hours and 48 minutes.

The average total time spent on all religious activities during and outside school hours is 5 hours and 54.7 minutes per grade, per week, in each school. Even this total does not represent all the time spent on religion in the schools because various activities are mentioned on the questionnaire for which no definite allotted time is given. For example, Concordia College stated that: "Every second Friday night a number of students attend Bible classes in their respective churches." Mount Royal College reports: "We regret that we cannot give any definite times for our devotional exercises outside classroom hours. They are held at various times during the day or week, at the convenience of deans or whatever instructors or leaders may be concerned." When we consider that these schools offer academic courses which lead to university matriculation as well as devoting on an average of at least 6 hours a week to religious education, we must acknowledge that they are giving creditable service to Alberta youth.

2. Devotional Exercises during and outside School Hours.

TABLE VI

NUMBER OF SCHOOLS WHICH HAVE DEVOTIONAL EXERCISES (SINGING, PRAYER, ETC.)
DURING AND OUTSIDE SCHOOL HOURS

DEVOTIONAL EXERCISES	During School Hours	Outside School Hours
Singing	5	7
Prayer	6	6
Scripture Reading	7	5
Script. Memorization	2	2
Sermons	5	3
Catechism	0	1
Relig. Discussions	1	5

Table VI shows which devotional exercises are held in the schools and the number of schools in which each is held. No schools in the survey have catechism during school hours. Only one school holds religious discussions in classroom hours. Two have scripture memorization. The most common forms of devotion during school hours in descending order are scripture reading, prayer, singing and sermons.

Outside formal school hours catechism is held in only one of the schools. (Scripture memorization is held in two of the schools outside school hours.) Three have sermons outside classroom time. The most common devotional exercises held before or after school hours in descending order are singing, prayer, scripture reading and religious discussions. It is interesting to note that religious discussions, which

hardly find a place in classroom hours, are quite common outside school hours.

3. Content of Religious Courses Offered.

If there are any common elements in these schools they should appear in the content of their religious courses.

TABLE VII
TITLES OF RELIGIOUS COURSES AND TEXTBOOKS USED

SCHOOLS	Titles or Designations of Courses Offered on Religion.	Titles of Religious Text-books Used.
ALBERTA COLLEGE	<u>Grade X</u> -Bible Study 1 (Set by Dept. of Ed., Victoria,B.C.) <u>Grade XI</u> -Bible Study 1 (Set by Dept. of Ed., Victoria,B.C.) <u>Grade XII</u> -Bible Study 1 (Set by Dept. of Ed., Victoria,B.C.)	<u>Grade X</u> -Bible (King James Version) and a Book Called "China" <u>Grade XI</u> -Bible (King James Version) and a Book Called "China" <u>Grade XII</u> -Bible (King James Version) and a Book Called "China"
CONCORDIA COLLEGE	<u>Grade X</u> -Religion I; Chief Doctrines of Bible <u>Grade XI</u> -Religion II; Old Testament History <u>Grade XII</u> -Religion III	<u>Grade X</u> - Luther's Small Catechism <u>Grade XI</u> - Bible (King James) <u>Grade XII</u> -Bible (King James)
MOUNT ROYAL COLLEGE	<u>Grade X</u> -Literature of the Old Testament, The Life of Jesus. <u>Grade XI</u> -Literature of the Old Testament, The Life of Jesus <u>Grade XII</u> -Literature of the	<u>Grade X</u> -"The Master"--by J. R. Bowie <u>Grade XI</u> -"The Master"--by J. R. Bowie <u>Grade XII</u> -"The Master"--by J. R. Bowie
ST. HILDA'S	<u>Grade X</u> -A General Course of Religious Educ. <u>Grade XI</u> -A General Course of Religious Educ. <u>Grade XII</u> -A General Course of Religious Educ.	<u>Grade X</u> -The Bible <u>Grade XI</u> -The Bible <u>Grade XII</u> -The Bible

TABLE VII (CONTINUED)

TITLES OF RELIGIOUS COURSES AND TEXTBOOKS USED

SCHOOLS	Titles or Designations of Courses Offered on Religion.	Titles of Religious Text-books Used.
CANADIAN NAZARENE	No Formal Religious Instruction.	No Formal Religious Textbooks.
CANADIAN UNION	<u>Grade X</u> -Hebrew History <u>Grade XI</u> -Youth Problems <u>Grade XII</u> -Academic Bible Doctrines	<u>Grade X</u> -Old Testament <u>Grade XI</u> -Youth Problems <u>Grade XII</u> -Academic Doctrines
CAMROSE LUTHERAN	<u>Grade X</u> -Religion B. <u>Grade XI</u> -Religion A. <u>Grade XII</u> -Religion B.	<u>Grade X</u> -Bible (Acts) <u>Grade XI</u> -Bible (St. John) <u>Grade XII</u> -Bible(Acts)
ALBERTA MENNONITE	No Definite Courses on Religion	No Definite Textbooks on Religion.

Table VII presents the titles or designations of courses offered on religion and the titles of religious textbooks used. One school reports no formal instruction in religion. Of the seven remaining schools which give formal religious instruction six have definite prescribed courses to follow, one reports no definite courses on religion.

All of the schools which follow prescribed courses, excepting one, use the Bible, in part or entire. The one exception is a school which offers a course on "Literature of the Old Testament" through a book called The Master by J. R. Bowie. Another school follows only Acts and St. John in the New Testament. Two of the schools study nothing but the Bible. Of the six schools which have prescribed courses, four study in addition to the Bible some other religious book. Alberta College has "Mission Study" for two hours twice a month in which they study a book called China. Concordia College follows Luther's Small Catechism, a

handbook of Christian doctrine. Mount Royal College studies a book called The Master by J. R. Bowie. Canadian Union College studies, besides the Bible, two textbooks, one called Youth Problems, another Academic Doctrine.

An examination of these data would seem to indicate that there is one common denominator which might serve as a basis for a common program in the public schools, the Bible. However, it is too much to expect that the Bible is taught without sectarian bias in any of the schools in the survey. Hence we are left with a few devotional exercises as a possible basis for a common program, viz. scripture reading, prayer, singing and sermons, which are the most popular forms of devotional exercises in these schools. The scripture reading, to suit everyone, would have to be without explanation or comment, and sermons would be subject to the same variable factors as Bible study. Hence, we are reduced to three forms of devotional practice viz. scripture reading without explanation or comment, prayer and singing. The School Act provides for the first two, and we emerge with one possible addition to our present school curricula, singing.

4. Conclusions Relating to Data Presented in Chapter IV.

Subject to the limitations of methods used in gathering data the following conclusions emerge from the data presented in this chapter:

1. The average amount of time spent by these schools on religious activities during classroom hours is little more than that allotted by the School Act to the public high schools. The School Act allows $2\frac{1}{2}$ hours per week, these schools average 2 hours and 48 minutes per week.

2. These schools have vigorous programs of a religious nature in addition to offering the academic subjects prescribed by the Department of Education. On an average, approximately six hours a week are given to religious work in and out of school hours.
3. An impressive program of extra-curricular religious activities is offered in these schools. Just over three hours a week are given, on an average, to religious activities outside school hours.
4. The most common devotional exercises are: scripture reading, prayer, singing and sermons.
5. The Bible and its supplements form the most common basis for course content.
6. Very little beyond what is provided for in the School Act might be abstracted from the programs of these schools for adoption in the public schools.

CHAPTER V

ELECTIVES OFFERED IN THE PROTESTANT AFFILIATED AND ACCREDITED SECONDARY SCHOOLS IN ALBERTA IN 1948-1949

1. Electives Offered in the Year 1948-1949

The following are tables showing the electives (academic, commercial, technical and general) taught at each of the schools under the survey in the year 1948-1949. This information was gathered from Form-A of the questionnaire presented in Chapter III.

TABLE VIII

NUMBER OF ACADEMIC, COMMERCIAL AND GENERAL ELECTIVES OFFERED AT
ALBERTA COLLEGE (1948-1949)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 1 French 1	Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 2 French 2	Algebra 2 Trig. & A. Geom. 1 Chemistry 2 Physics 2 Latin 3 French 3 Biology 2
Group B - Vocational Electives (Commercial)		
Bookkeeping 1 Stenography 1 Typewriting 1	Bookkeeping 2 Stenography 2 Typewriting 2	
Group D - General Electives		
Music 1 Art 1 Dramatics 1 General Math. 1a General Math. 1 General Science 1 Biology 1 Geology 1 Bookkeeping 1a Stenography 1a Typewriting 1a Voc. and Guidance 1	Music 2 Art 2 Dramatics 2 Survey of Eng. Lit. 1 General Math. 2 General Science 2 Phys. Ed. 2 Health 2 Psychology 1 Sociology 1 Voc. and Guidance 1	Music 3 Voc. and Guidance 1

Table VIII shows that in the year 1948-1949 Alberta College offered six academic and three commercial electives in Grade X and in Grade XI, twelve general electives in Grade X, and eleven in Grade XI. However, credits were given by the Department of Education for only five general electives in Grade X and two in Grade XI. It is well to point out that no student would be allowed to take all of the general electives offered in this school in Grade X or in Grade XI and that no student would likely take more than three or four at the most. This is a good example of the variety of subjects offered and the extra work done by these schools. All of the schools in the survey more or less conform to this pattern.

Alberta College offered seven academic electives, no commercial, and two general electives to Grade XII. Here again, the Department gave no credits for the two general electives offered in Grade XII. It will be noted that no technical electives were offered at Alberta College in the year 1948-1949.

TABLE IX

NUMBER OF ACADEMIC AND GENERAL ELECTIVES OFFERED AT
CONCORDIA COLLEGE (1948-1949)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 1 German 1	Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 2 German 2	Algebra 2 Trig. & A. Geom. 1 Chemistry 2 Physics 2 Latin 3 German 3 Biology 2
Group D - General Electives		
Music 1 General Math. 1 Biology 1 Typewriting 1a	Sociology 1	Economics 1

Table IX shows that in the year 1948-1949 Concordia College offered six academic electives in Grade X and in Grade XI, and four general electives in Grade X, one in Grade XI. In Grade XII seven academic electives and one general elective were offered. Concordia College offered no commercial and no technical electives in the year 1948-1949.

TABLE X

NUMBER OF ACADEMIC, COMMERCIAL AND GENERAL ELECTIVES OFFERED AT
MOUNT ROYAL COLLEGE (1948-49)

[illegible]

Table X shows that in the year 1948-1949 Mount Royal College offered six academic, three commercial and eleven general electives in Grade X. Mount Royal College, in this case, offered five more general electives than were recognized by credits at the Department. Here again, it was a variety that was offered, a variety over and above what is required by the Department of Education. In Grade XI six academic, one commercial and eight general electives were offered. This College also offered seven academic electives, no commercial and two general electives in Grade XII. No technical electives were offered in any grade at Mount Royal College in the year 1948-49.

TABLE XI

NUMBER OF ACADEMIC AND GENERAL ELECTIVES OFFERED AT
ST. HILDA'S SCHOOL FOR GIRLS (1948-49)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 1 French 1	Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 2 French 2	Algebra 2 Trig. & A. Geom. 1 Chemistry 2 Physics 2 Latin 3 French 3 Biology 2
Group D - General Electives		
Music 1 Dramatics 1 Biology 1 Voc. & Guidance 1	Survey of Eng. Lit. 1 Psychology 1 Sociology 1	

Table XI reveals that in the year 1948-49 six academic electives were offered in Grade X and in Grade XI; four general electives in Grade X and three in Grade XI. In Grade XII seven academic electives were offered. No commercial and no technical electives were taught at St. Hilda's in the year 1948-49.

TABLE XII

NUMBER OF ACADEMIC AND GENERAL ELECTIVES OFFERED AT
CANADIAN NAZARENE COLLEGE (1948-49)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Physics 1 Latin 1 French 1	Geometry 1 Chemistry 1 French 2	Algebra 2 Trig. & A. Geom.1 Chemistry 2 Physics 2
Group D - General Electives		
General Math. 1a Stenography 1a Typewriting 1a Voc. & Guidance 1	Health 2 Sociology 1	

Table XII shows the electives offered at Canadian Nazarene College in the year 1948-49. In Grade X there were four academic electives and four general electives; in Grade XI, three academic and two general, and in Grade XII there were four academic electives offered in the year 1948-49. No technical or commercial electives were taught that year.

TABLE XIII

NUMBER OF ACADEMIC, COMMERCIAL, TECHNICAL AND GENERAL ELECTIVES
OFFERED AT CANADIAN UNION COLLEGE (1948-49)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Geometry 1 Chemistry 1 Physics 1 French 1	Algebra 1 Geometry 1 Chemistry 1 Physics 1 French 2	Algebra 2 Trig. & A. Geom. 1 Chemistry 2 Physics 2 French 3 Biology 2
Group B - Vocational Electives (Commercial)		
Stenography 1 Typewriting 1	Stenography 1 Typewriting 2	
Group C - Vocational Electives (Technical)		
Woodwork 1 Printing 1	Woodwork 2 Printing 2	
Group D - General Electives		
Music 1 Art 1 General Math. 1 Biology 1 Home Economics 1	Music 2 Home Economics 1	Music 3

By Table XIII it can be seen that five academic, two commercial and two technical electives were offered in Grade X and to Grade XI in the year 1948-49. There were six academic electives taught in Grade XII. Five general electives were taught in Grade X, two in Grade XI and one in Grade XII. It is interesting to note that Canadian Union College, according to these tables and to tables which appear later in the chapter, is the first school of the survey to introduce technical electives into its curriculum.

TABLE XIV

NUMBER OF ACADEMIC, COMMERCIAL AND GENERAL ELECTIVES OFFERED AT
CAMROSE LUTHERAN COLLEGE (1948-49)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Geometry 1 Chemistry 1 Physics 1 Latin 1 French 1	Algebra 1 Geometry 1 Chemistry 1 Physics 1 French 2	Algebra 2 Trig. & A. Geom. 1 Chemistry 2 Physics 2 Latin 3 French 3 German 3 Biology 2
Group B - Vocational Electives (Commercial)		
Bookkeeping 1 Stenography 1 Typewriting 1	Bookkeeping 2 Stenography 2 Typewriting 2 Office Practice 1	
Group D - General Electives		
Music 1 Art 1 Dramatics 1 General Mathematics 1 Biology 1 Voc. and Guidance 1	Psychology 1 Voc. and Guidance 1	Economics 1 Voc. and Guidance 1

Camrose Lutheran College, according to Table XIV has the distinction of being the only school in the survey which offers eight academic electives in Grade XII. According to later tables in this chapter Camrose Lutheran College is the only school ever to have offered eight academic electives in Grade XII in the ten-year period of the survey.

Six academic electives were offered in Grade X, five in Grade XI; three commercial electives in Grade X and four in Grade XI. Here again,

Camrose Lutheran is the only school in the survey to offer four commercial electives to any Grade in the year 1948-49. Camrose Lutheran is also the first school in the survey ever to have offered four commercial electives to any grade. The general electives offered at Camrose Lutheran in the year 1948-49 were: six in Grade X, two in Grade XI and two in Grade XII. No technical electives were offered in that year.

TABLE XV

NUMBER OF ACADEMIC AND GENERAL ELECTIVES OFFERED AT
ALBERTA MENNONITE SCHOOL (1948-49)

Grade X	Grade XI	Grade XII
Group A - Academic Electives		
Algebra 1 Geometry 1 Chemistry 1 German 1	Algebra 1 Chemistry 1 German 2	Trig. & A. Geom. 1 Physics 2 German 3 Biology 2
Group D - General Electives		
General Math. 1a Biology 1	Psychology 1 Sociology 1 Business Fundamentals	

Table XV shows the electives offered at Alberta Mennonite School in the year 1948-49. There were four academic electives in Grade X, three in Grade XI and four in Grade XII. Of the general electives, two were given in Grade X and three in Grade XI. It will be noted that Alberta Mennonite offers a novel course under general electives viz: Business Fundamentals, a course not listed in High School Regulations

and consequently for which no credits would be given. No technical or commercial electives were taught at Alberta Mennonite School in the year 1948-49.

TABLE XVI

NUMBER OF ACADEMIC, COMMERCIAL, TECHNICAL AND GENERAL ELECTIVES
OFFERED IN EACH GRADE OF EACH SCHOOL IN THE SURVEY
(1948-49)

SCHOOLS	Number of Academic Electives			Number of Commercial Electives			Number of Technical Electives			Number of General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
Alberta College	6	6	7	3	3	0	0	0	0	12	11	2
Concordia College	6	6	7	0	0	0	0	0	0	4	1	1
Mt. Royal College	6	6	7	3	1	0	0	0	0	11	8	2
St. Hilda's School	6	6	7	0	0	0	0	0	0	4	3	0
Can. Nazarene	4	3	4	0	0	0	0	0	0	4	2	0
Canadian Union	5	5	6	2	2	0	2	2	0	5	2	1
Camrose Lutheran	6	5	8	3	4	0	0	0	0	6	2	2
Alberta Mennonite	4	3	4	0	0	0	0	0	0	2	3	0
Averages	5.3	5	6.2	1.3	1.2	0	0	0	0	6	4.1	1

Table XVI shows the number of electives offered in each grade of each school under the survey for the year 1948-49 and the average number for all the schools. The table indicates that academic and general electives are preferred in these schools. Technical electives are not offered, except by one school to the extent of two in Grade X and two in Grade XI. Commercial electives are taught in half the schools only, and

none in Grade XII in any school. Grade XII, except for academic electives, receives very little by way of options in these schools. In Grade XII are offered no commercial and no technical electives. In three of the schools no general electives are taught in Grade XII. In four of the schools one is offered, and in one school two general electives are offered in Grade XII.

2. Conclusions Relating to Data Presented in Chapter V.

The following conclusions emerge from the data presented in this chapter:

1. An adequate selection of academic and general electives is offered in the schools under the survey.
2. Commercial electives are being offered in half of the schools, largely in Grade X.
3. Grade XII in these schools receives a good choice of academic electives, but little else by way of options.
4. Technical electives are practically unknown in these schools.

CHAPTER VI

ELECTIVES OFFERED IN THE PROTESTANT AFFILIATED AND ACCREDITED SECONDARY
SCHOOLS IN ALBERTA IN THE LAST DECADE

1. Number of Electives Offered in Each of the Schools
for Each Year of the 10-Year Period.

The following are tables showing the number of electives (academic, commercial, technical and general) offered at each school under the survey, in each year of the ten-year period (1939-49).

TABLE XVII

NUMBER OF ELECTIVES OFFERED AT ALBERTA COLLEGE
EACH YEAR OF THE 10-YEAR PERIOD (1939-49).

ALBERTA COLLEGE	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	6	6	7	3	3	0	0	0	0	5	2	0
1947-48	6	6	7	1	0	0	0	0	0	4	3	0
1946-47	6	6	7	3	3	0	0	0	0	5	3	0
1945-46	6	6	7	0	0	0	0	0	0	5	2	0
1944-45	5	3	7	2	0	0	0	0	0	1	1	0
1943-44	4	6	7	2	1	0	0	0	0	1	1	0
1942-43	3	5	7	2	1	0	0	0	0	2	1	0
1941-42	6	6	7	3	1	0	0	0	0	5	1	0
1940-41	6	6	7	3	3	0	0	0	0	5	1	0
1939-40	7	7	8	0	3	0	0	0	0	5	0	2

Table XVII shows the number of electives offered at Alberta College each year of the ten-year period (1939-49). It will be noted that seven academic electives were taught in 1939-40, but six has been the maximum number taught since that year. The reason for this lies in the fact that German, which was being offered in 1939-40 has not been offered since that year at Alberta College. This holds true for Grades XI and XII also, where one more course was offered in 1939-40 than has been offered in any year since.

Table XVII reveals that, except for the year 1945-46, Alberta College has offered a good program of commercial electives to Grade X since 1940-41, with Grade XI lagging a little behind some years and Grade XII receiving no instruction in commercial electives throughout the ten-year period. No technical electives were taught at Alberta College in the ten-year period. A fair variety of general electives was offered in Grade X in the ten-year period, fewer in Grade XI and none in Grade XII since 1940.

TABLE XVIII

NUMBER OF ELECTIVES OFFERED AT CONCORDIA COLLEGE
EACH YEAR OF THE 10-YEAR PERIOD (1939-1949)

CONCORDIA COLLEGE	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	6	6	7	0	0	0	0	0	0	3	1	0
1947-48	6	6	7	0	0	0	0	0	0	4	2	2
1946-47	6	6	7	0	0	0	0	0	0	5	1	2
1945-46	5	5	7	0	0	0	0	0	0	3	1	1
1944-45	6	5	6	0	0	0	0	0	0	3	0	0
1943-44	4	5	6	0	0	0	0	0	0	4	0	1
1942-43	4	6	5	0	0	0	0	0	0	5	2	0
1941-42	5	5	4	0	0	0	0	0	0	5	0	1
1940-41	5	5	2	0	0	0	0	0	0	2	0	0
1939-40	3	3	4	0	0	0	0	0	0	2	3	0

Table XVIII gives the number of electives offered at Concordia College each year of the ten-year period, 1939-49. Concordia shows a general progression in academic offerings in Grade X, XI and XII from the year 1939-40 to the year 1946-47. No commercial or technical electives were offered in any year of the ten-year period. A fair choice of general electives was offered in Grade X, fewer in Grade XI, and fewer still in Grade XII, throughout the 10 years of the survey.

TABLE XIX

NUMBER OF ELECTIVES OFFERED AT MOUNT ROYAL COLLEGE
EACH YEAR OF THE 10-YEAR PERIOD (1939-1949)

MOUNT ROYAL COLLEGE	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	6	6	7	3	1	0	0	0	0	6	3	0
1947-48	6	6	7	2	0	0	0	0	0	7	3	0
1946-47	6	6	7	2	0	0	0	0	0	6	2	0
1945-46	6	6	7	2	0	0	0	0	0	6	2	0
1944-45	6	5	7	0	0	0	0	0	0	5	3	0
1943-44	4	6	7	0	0	0	0	0	0	5	3	0
1942-43	6	6	7	0	0	0	0	0	0	3	1	0
1941-42	6	6	7	0	0	0	0	0	0	5	3	1
1940-41	4	6	8	1	0	0	0	0	0	2	2	1
1939-40	6	6	8	0	0	0	0	0	0	0	0	0

Table XIX shows the number of electives offered at Mount Royal College each year of the ten-year period, 1939-1949. A fine choice of academic electives was offered in Grades X, XI and XII throughout the ten-year period; commercial electives did not appear to any extent until the year 1945-46, but in 1948-49 the maximum in commercial electives was offered. Commercial electives were not offered in Grade XI until the year 1948-49, when one was taught. Grade XII received no commercial offerings during the ten years. No technical electives were offered at any time at Mount Royal. However, a good choice of general electives was offered in Grade X most years of the ten-year period, not so many in Grade XI, and almost none in Grade XII during the ten years.

Table 1

Table 1 shows the results of the analysis of variance for the different groups of subjects.

Group	Mean	SD	Mean	SD	Mean	SD	Mean	SD	Mean	SD
1	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
2	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
3	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
4	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
5	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
6	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
7	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
8	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
9	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
10	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
11	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
12	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
13	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
14	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
15	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
16	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
17	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
18	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
19	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0
20	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0	1.0	0.0

The results of the analysis of variance for the different groups of subjects are shown in Table 1. The results show that the mean values for the different groups are all equal to 1.0, and the standard deviations are all equal to 0.0. This indicates that the data for all groups are identical, and that there is no variation between the groups.

TABLE XX

NUMBER OF ELECTIVES OFFERED AT ST. HILDA'S SCHOOL FOR GIRLS
EACH YEAR OF THE 10-YEAR PERIOD (1939-1949)

ST. HILDA'S SCHOOL	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	6	6	6	0	0	0	0	0	0	3	3	0
1947-48	5	5	7	0	0	0	0	0	0	4	5	1
1946-47	6	5	7	0	0	0	0	0	0	5	3	1
1945-46	4	4	4	0	0	0	0	0	0	1	2	0
1944-45	5	5	7	0	0	0	0	0	0	4	2	0
1943-44	4	4	7	0	0	0	0	0	0	4	2	1
1942-43	4	6	7	0	0	0	0	0	0	6	3	0
1941-42	4	6	7	0	0	0	0	0	0	5	2	0
1940-41	4	6	6	0	0	0	0	0	0	6	3	0
1939-40	6	4	6	0	0	0	0	0	0	5	0	0

Table XX presents the number of electives offered at St. Hilda's School for Girls each year during the ten-year period, 1939-1949. A fair sample of academic electives was offered in Grades X and XI and better still in Grade XII during the ten years. No commercial or technical electives appeared at any time, but a fair choice of general electives was offered in Grade X, fewer in Grade XI and fewer still in Grade XII throughout the ten-year period.

TABLE XXI

NUMBER OF ELECTIVES OFFERED AT CANADIAN NAZARENE COLLEGE
EACH YEAR OF THE 10-YEAR PERIOD (1939-1949)

CANADIAN NAZARENE	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	6	6	4	0	0	0	0	0	0	5	2	0
1947-48	6	5	6	0	0	0	0	0	0	3	2	0
1946-47	5	5	5	0	0	0	0	0	0	1	1	0
1945-46	5	6	7	0	0	0	0	0	0	3	1	0
1944-45	5	4	6	0	0	0	0	0	0	3	1	0
1943-44	3	5	7	0	0	0	0	0	0	3	1	0
1942-43	4	5	6	0	0	0	0	0	0	3	0	0
1941-42	4	5	4	0	0	0	0	0	0	2	1	0
1940-41	3	5	6	0	0	0	0	0	0	4	1	0
1939-40	6	5	6	0	0	0	0	0	0	3	0	0

Table XXI shows the number of electives offered at Canadian Nazarene College during the ten-year period, 1939-1949. A fair array of academic electives was taught in Grades X, XI and XII during the ten-year period, some years being more generous than others. No commercial or technical electives appeared in the curriculum of Canadian Nazarene College in any year of the ten-year period. Except for two years (1943-44 and 1944-45) a fair choice of general electives was offered in Grade X, fewer in Grade XI, and none in Grade XII since 1940-41.

TABLE 1

Summary of the results of the analysis of variance for the different groups of subjects

Group			Analysis of variance			Significance		
Group	Age	Sex	Group	Age	Sex	Group	Age	Sex
1	20	M	1	20	M	1	20	M
2	20	F	2	20	F	2	20	F
3	20	M	3	20	M	3	20	M
4	20	F	4	20	F	4	20	F
5	20	M	5	20	M	5	20	M
6	20	F	6	20	F	6	20	F
7	20	M	7	20	M	7	20	M
8	20	F	8	20	F	8	20	F
9	20	M	9	20	M	9	20	M
10	20	F	10	20	F	10	20	F
11	20	M	11	20	M	11	20	M
12	20	F	12	20	F	12	20	F
13	20	M	13	20	M	13	20	M
14	20	F	14	20	F	14	20	F
15	20	M	15	20	M	15	20	M
16	20	F	16	20	F	16	20	F
17	20	M	17	20	M	17	20	M
18	20	F	18	20	F	18	20	F
19	20	M	19	20	M	19	20	M
20	20	F	20	20	F	20	20	F

NOTE: The results of the analysis of variance for the different groups of subjects

are given in the following table. The results of the analysis of variance for the different groups of subjects

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TABLE XXII

NUMBER OF ELECTIVES OFFERED AT CANADIAN UNION COLLEGE
EACH YEAR OF THE 10-YEAR PERIOD (1939-1949)

CANADIAN UNION	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	5	5	6	2	2	0	2	2	0	5	2	0
1947-48	5	5	6	2	0	0	2	2	0	5	2	0
1946-47	5	5	6	0	0	0	2	0	0	9	1	0
1945-46	5	5	6	0	0	0	0	0	0	8	1	0
1944-45	5	5	6	0	0	0	0	0	0	9	1	0
1943-44	3	5	6	0	0	0	0	0	0	7	1	0
1942-43	6	6	7	0	0	0	0	0	0	10	0	0
1941-42	4	6	6	0	0	0	0	0	0	7	0	0
1940-41	6	6	5	0	0	0	0	0	0	5	1	0
1939-40	7	4	5	0	1	0	0	0	0	6	0	0

Table XXII shows the number of electives offered at Canadian Union College each year of the ten-year period, 1939-1949. A fair choice of academic electives was taught in Grades X and XI and especially in Grade XII during the ten years. Except for 1 commercial elective in Grade XI in 1939-40, commercial electives were not taught at Canadian Union until 1947-48 when two were taught in Grade X. The next year two were added in Grade XI, but none in Grade XII. Technical electives took a similar course, being introduced to Grade X in 1946-47, then added to Grade XI, but not Grade XII, the next year. An extraordinary variety of general electives was offered to Grade X at Canadian Union College through a number of years in the ten-year period. Grade XI was not so favored and Grade XII was altogether neglected in the field of general electives.

TABLE XXIII

NUMBER OF ELECTIVES OFFERED AT CAMROSE LUTHERAN COLLEGE
EACH YEAR OF THE 10-YEAR PERIOD (1939-1949)

CAMROSE LUTHERAN	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	6	5	8	2	3	0	0	0	0	6	1	1
1947-48	6	6	7	2	3	0	0	0	0	6	0	0
1946-47	6	7	7	3	4	0	0	0	0	4	1	0
1945-46	6	6	7	3	4	0	0	0	0	4	3	0
1944-45	5	4	7	3	4	0	0	0	0	4	1	0
1943-44	4	6	7	3	4	0	0	0	0	2	1	0
1942-43	5	6	7	3	4	0	0	0	0	5	1	0
1941-42	4	6	7	3	4	1	0	0	0	9	2	0
1940-41	4	7	7	3	4	1	0	0	0	6	2	0
1939-40	6	6	7	3	4	4	0	0	0	6	2	3

Table XXIII shows the electives offered at Camrose Lutheran College during the ten-year period, 1939-49. A good choice of academic electives was offered to Grade X and XI, and a particularly imposing array were taught in Grade XII during the ten-year period. The full course of commercial electives was offered at Camrose Lutheran in Grades X and XI up to the year 1946-47, and then one less appeared in each grade for the next two years. After the year 1942-43 Grade XII received no commercial electives. Technical electives made no appearance at Camrose Lutheran at any time during the ten-year period. A good choice of general electives were taught to Grade X through the years, considerably fewer to Grade XI and almost none to Grade XII.

TABLE XXIV

NUMBER OF ELECTIVES OFFERED AT ALBERTA MENNONITE SCHOOL
IN THE 10-YEAR PERIOD (1939-1949)

ALBERTA MENNONITE	Academic Electives			Commercial Electives			Technical Electives			General Electives		
	X	XI	XII	X	XI	XII	X	XI	XII	X	XI	XII
1948-49	3	3	4	0	0	0	0	0	0	3	2	0
1947-48	3	3	3	0	0	0	0	0	0	3	2	0
1946-47	3	3	4	0	0	0	0	0	0	3	1	0
1945-46												
1944-45												
1943-44												
1942-43												
1941-42												
1940-41												
1939-40												

Alberta Mennonite had its inception as an accredited, private school in the year 1946. Consequently, nothing appears on the records for this school before that date. Table XIV shows that this little school made a brave start in 1946 by offering three academic electives to Grades X and XI and four to Grade XII. Commercial and technical electives were luxuries beyond their capacity, but they did manage to offer three general electives to Grade X in 1946-47 and two to Grade XI by 1947. Alberta Mennonite has, in general, maintained the status with which it began in 1946.

2. Conclusions Relating to Data Presented in Chapter VI.

The following conclusions emerge from the data presented in this chapter:

- a. There is no significant trend apparent with regard to the offering of academic electives in these schools throughout the ten-year interval.
- b. Half of the schools offered commercial electives during the ten-year period but no consistent pattern is apparent. Two of the schools added two or three commercial electives during the years, one showed no change and the other decreased its offerings.
- c. Technical electives did not appear in any of the schools through the ten-year period except that Canadian Union College introduced two in Grade X in 1946 and two more in Grade XI in 1947.
- d. An adequate choice of general electives was offered in Grade X in all of the schools through the ten-year interval, but no trend is apparent.
- e. There was a slight increase in the number of general electives offered in Grade XI through the ten-year period.
- f. Grade XII received no general electives in four of the schools through the ten-year interval. The other four schools offered very few general electives in Grade XII.

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CHAPTER VII

TEACHER QUALIFICATIONS AS TO DEGREES HELD

In order to assess the quality of teaching done in these private schools it is necessary to examine the qualifications of their teachers.¹

1. Degrees

TABLE XXV

NUMBER OF TEACHERS IN THE PRIVATE PROTESTANT HIGH SCHOOLS WHO HAVE ONE OR MORE UNIVERSITY DEGREES (1948-49)

DEGREES	Alberta College	Concordia College	Mount Royal College	St. Hilda's	Can. Nazarene	Can. Union	Camrose Luth.	Alberta Mennonite	Total	Per Cent
Number of Teachers	6	6	11	6	5	12	6	2	54	--
Number with 2 Degrees	2	2	7	1	0	3	0	0	15	27.7
Number with 1 Degree	2	2	4	2	3	8	4	0	25	46
Total per cent with one or two degrees									73.7	

1) Due to the fact that data regarding certificates are incomplete on one private school no appraisal of teacher certification is made.

TABLE XXVI

NUMBER OF TEACHERS IN PUBLIC HIGH SCHOOLS CHOSEN AT RANDOM IN ALBERTA, WHO HAVE ONE OR MORE UNIVERSITY DEGREES (1948-49)

DEGREES	Coleman High School	Drumheller High School	Edmonton McDougall Commercial	Wetaskiwin High School	Grande Prairie High School	Lethbridge Collegiate Institute	Carstairs High School	Total	Per Cent
Number of Teachers	5	7	11	7	6	14	2	52	--
Number with 2 Degrees	0	0	2	1	0	3	1	8	15
Number with 1 Degree	5	5	2	4	3	5	1	25	48
Total percent with one or two degrees									63

The method chosen to appraise teachers' academic qualifications is that of comparing the qualifications of teachers in the schools of the survey with qualifications of teachers in public high schools. These public high schools have been chosen at random throughout Alberta with no attempt to match school for school. Seven public high schools, whose total teacher population approximates that of the private schools, were chosen.

The following facts appear from the data in Tables XXV and XXVI.

- The percentage of teachers in the private high schools holding two degrees is 27.7%.
- The percentage of teachers in the public high schools holding two degrees is 15%.
- The percentage of teachers in the private high schools who have one degree is 46%.
- The percentage of teachers in the public high schools who have one degree is 48%.

- e. The total percent of teachers in the private high schools having one or two degrees is 73.7%.
- f. The total percent of teachers in the public high schools who have one or two degrees is 63%.

2. Religious Qualifications of Teachers.

Religious qualifications were ascertained by one question on the questionnaire: "What qualifications has your teacher (or teachers) of religion?"

TABLE XXVII

ANSWERS MADE BY THE PRINCIPALS OF THE SCHOOLS TO THE QUESTION: WHAT QUALIFICATIONS HAS YOUR TEACHER (OR TEACHERS) OF RELIGION?

Alberta College	Ordained minister of United Church and a graduate of the University of Alberta and St. Stephen's College.
Concordia College	One teachers has B.A., B. Ed., D.D. The other: H.S. Junior College, 3 years seminary and 40 years of successful work in ministry and particularly youth work.
Mount Royal College	Ordained ministers of the United Church of Canada.
St. Hilda's	Minister of St. Stephen's Anglican Church, Canon Maddocks, B.A., B.D.
Can. Nazarene	President of the College gives religious instruction He has a B.A. with a "major" in religion.
Canadian Union	1) M.A. Major in biblical languages. 2) B.A. plus 3) B.A. plus Both (2) and (3) will obtain their M.A. degrees this summer.
Camrose Lutheran	Two years' study of theology. (Formerly ordained pastor, B.A., M.Th.)
Alberta Mennonite	None

Examination of Table XXVII seems to indicate that the teachers of religion in the private Protestant schools are well qualified for their work. Only one school reports no religious qualifications for teachers of religion. The remaining seven schools have their religious programs under charge of ministers or men with university degrees and religious training or experience.

3. Conclusions Relating to Data in Chapter VII.

Subject to the limitations of the data-gathering procedures used the following conclusions emerge from the data presented in this chapter.

- a. These schools are above average in the academic qualifications of their teachers. In the private schools 73.7% of the teachers have one or two degrees as compared to 63% in the public high schools.
- b. The percentage of teachers with two degrees in the private schools is almost double the percentage in the public schools, 27.7% in the private schools as against 15% in the public high schools.
- c. The schools of the survey are, on the whole, staffed by teachers well qualified to conduct religious activities and to guide the youth of our province.

CHAPTER VIII

PUPIL AND TEACHER POPULATIONS AND STUDENT GRADUATIONS

1. Ten-Year Summary of Student Populations.

The simplest way of ascertaining the growth or decline of the schools in the survey is to examine student enrollment over a period of years. It should be kept in mind that the statistics presented in this section come from the students' Form-A cards which list only full-time students. A number of the schools, perhaps all, have an enrollment almost double that shown on the A-cards. For example, Alberta College, in the year 1946-47 had an enrollment of 130 in day-school and 100 in evening-school. The A-card for that year lists 85 full-time students and makes no mention of the enrollment for evening-school. However, the data which follow are valid and useful for indicating population trends.

TABLE XXVIII

STUDENT POPULATIONS EACH YEAR OF THE 10-YEAR PERIOD, 1939-1949
(GRADES X, XI, and XII INCLUSIVE)

Schools	1939	1940	1941	1942	1943	1944	1945	1946	1947	1948
	1940	1941	1942	1943	1944	1945	1946	1947	1948	1949
Alberta College	49	55	63	51	81	80	83	85	69	59
Concordia College	22	26	31	41	56	68	72	79	95	111
Mount Royal	44	48	68	75	126	173	176	148	114	149
St. Hilda's	34	36	40	39	41	48	31	31	31	16
Can. Nazarene	18	25	30	14	40	46	57	51	49	45
Can. Union	48	126	148	173	145	153	190	217	220	226
Camrose Lutheran	104	104	102	110	140	115	109	125	126	116
Alberta Mennonite								29	24	32
Totals	319	420	482	503	629	683	718	765	728	754

Table XXVIII shows the populations of students in the Protestant affiliated and accredited secondary schools in Alberta for each year of the ten-year interval, 1939-1949. According to this table, allowing for fluctuations within schools and variations from school to school, the general trend has been a steady growth from a total number of students in all the schools in the year 1939-40 of 319, to a total number of 765 in the year 1946-47. The year 1947-48 shows a slight decline, but the year 1948-49 a come-back, almost to the high of 1946-47. In view of this rise in 1948-49, a slight decline apparent in 1947-48 may not be significant.

Of the eight schools in the survey one only shows a drop in student population at the end of the ten-year period to an enrollment lower than that in the initial year. Three of the schools show a spectacular expansion during the ten-year period, Concordia College from an enrollment of 22 in 1939 to 111 in 1949, Mt. Royal from 44 to 149, and Canadian Union from 48 to 226. The over-all population of the schools more than doubled during the ten-year interval.

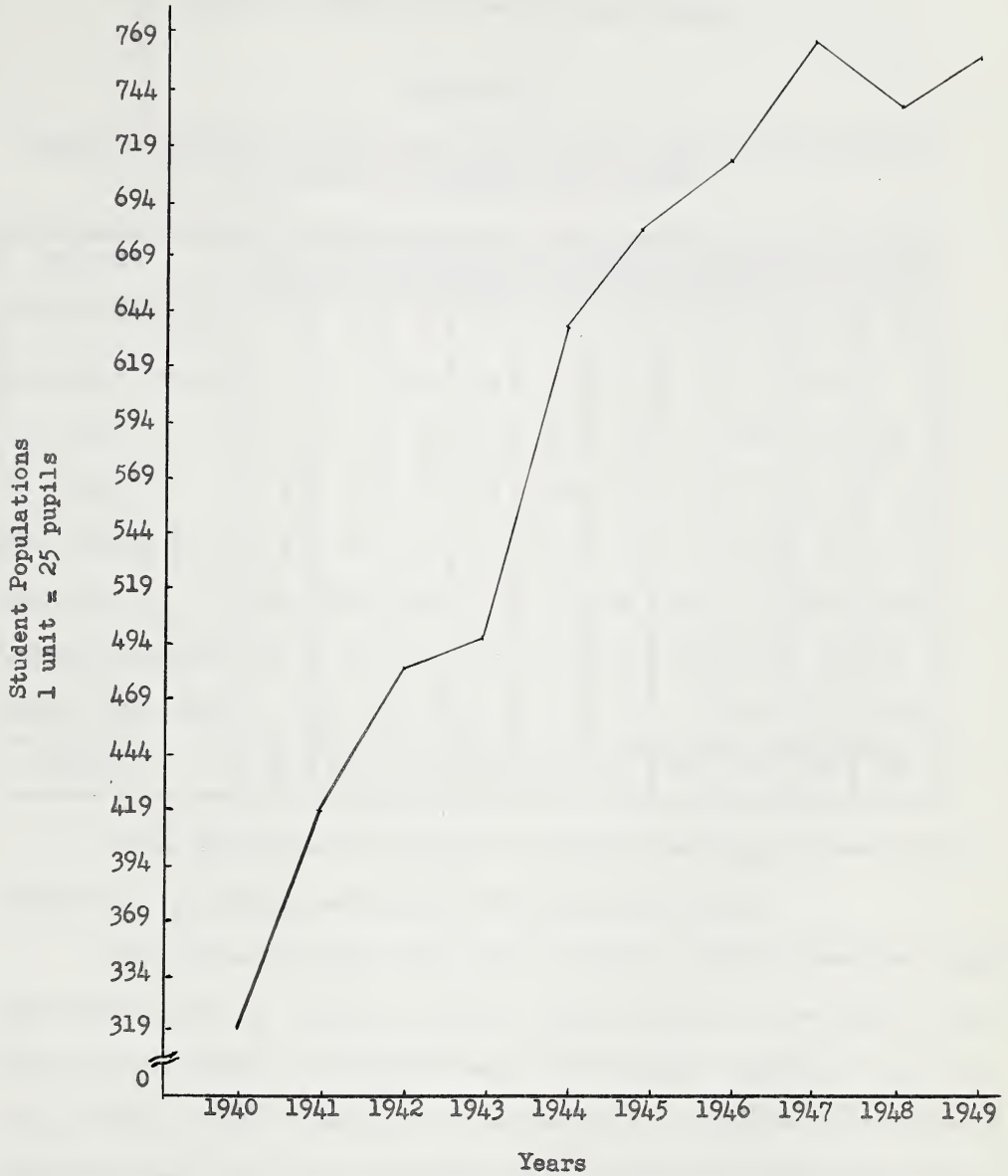


Fig. 2.- Total student populations for each year of the 10-year

Period.

2. Ten-Year Summary of Teacher Populations.

TABLE XXIX

NUMBER OF TEACHERS IN EACH SCHOOL EACH YEAR OF THE 10-YEAR INTERVAL
(ACCORDING TO STUDENT FORM-A CARDS)

SCHOOLS	1939 1940	1940 1941	1941 1942	1942 1943	1943 1944	1944 1945	1945 1946	1946 1947	1947 1948	1948 1949
Alberta College	7	5	5	5	5	5	6	5	5	6
Concordia College	4	4	4	4	4	5	5	5	5	6
Mt. Royal	7	7	7	6	10	9	9	10	11	11
St. Hilda's	8	6	6	5	5	7	6	7	6	6
Can. Nazarene	4	4	4	5	6	4	5	5	7	5
Can. Union	12	10	8	11	9	10	11	9	13	12
Camrose Lutheran	6	5	5	4	5	6	6	6	6	6
Alberta Mennonite								2	2	2
Totals	48	41	39	40	44	46	48	49	55	54

Table XXIX shows the number of teachers teaching in each of the schools in the survey, each year of the ten-year period.

The totals for Table XXIX show a trend to increase teachers through the ten-year period. After an initial drop in the first two years of the war the total number of teachers began more or less steadily to increase from a total for all schools of 39 in 1941-42 to a total of 54 in 1948-49. The drop from a total of 48 teachers in all schools in 1939 to 39 teachers in 1941 might be accounted for in two ways. First, teachers may have been leaving their positions to enlist in the war. Second, German, which was being taught in 1939, was generally dropped during the war. Latin, too fell off in a number of schools during the ten-year period.

3. Facts Relating to Student Graduations.

TABLE XXX

FIGURES RELATING TO NUMBER OF GRADUATES EARNING HIGH SCHOOL DIPLOMA,
UNIVERSITY MATRICULATION AND PERCENTAGE OF STUDENTS
GOING ON TO UNIVERSITY (1947-48)¹

SCHOOLS	Number of Students in Grade XII in 1947-48	Number of Students Graduating With High School Diploma (not including matric.) 1947-48	Number of Students Graduating With University Matriculation 1947-48	Approximate Percentage of Graduates Who Went on to University 1947-48
Alberta College	39	5	11	54.5%
Concordia College	35	5	9	35%
Mt. Royal College	--	-	-	--
St. Hilda's	16	10	5	16%
Can. Nazarene	25	9	3	33%
Canadian Union	88	21	1	10%
Camrose Lutheran	59	24	18	65%
Alberta Mennonite	6	6	0	15%
Totals	268	80	47	228.5
Averages	43.6	11	6.7	32.5%
Percentages	--	29.7%	17.5%	--

1) Since Mount Royal College figures were not available the averages are taken on seven schools rather than eight.

TABLE XXXI

NUMBER AND PERCENTAGE OF GRADE XII GRADUATES IN ALBERTA WHO EARNED THE HIGH SCHOOL DIPLOMA OR UNIVERSITY MATRICULATION IN 1946¹

Number of Grade XII Students in Alberta 1946.	Number of Grade XII Students in Alberta who Graduated With the High School Diploma in 1946	Number of Grade XII Students in Alberta who Earned University Matriculation in 1946.
6,110	1,590	674
Percentage	26%	11.3%

TABLE XXXII

NUMBER AND PERCENTAGE OF GRADE XII GRADUATES IN THE PRIVATE PROTESTANT SCHOOLS WHO EARNED THE HIGH SCHOOL DIPLOMA OR UNIVERSITY MATRICULATION IN 1948

Number of Grade XII Students in the Private Protestant Schools in 1948	Number of Grade XII Students in the Private Protestant Schools who Graduated With the High School Diploma in 1948	Number of Grade XII Students in the Private Protestant Schools who Earned University Matriculation in 1948
268	80	46.9
Percentage	29.7%	17.5%

1) Data in Table XXXI were taken from statistics supplied by Mr. Evenson, Associate Director of Curriculum. Data for Table XXXII are from the questionnaire. Figures showing number of high school diplomas and figures showing university matriculation are mutually exclusive.

Table 1

Table 1 shows the results of the analysis of variance for the different treatments. The results are given in the following table.

Treatment	Mean	Standard Error
Control	1.00	0.10
Treatment 1	1.10	0.10
Treatment 2	1.20	0.10
Treatment 3	1.30	0.10
Treatment 4	1.40	0.10
Treatment 5	1.50	0.10
Treatment 6	1.60	0.10
Treatment 7	1.70	0.10
Treatment 8	1.80	0.10
Treatment 9	1.90	0.10
Treatment 10	2.00	0.10

Table 2

Table 2 shows the results of the analysis of variance for the different treatments. The results are given in the following table.

Treatment	Mean	Standard Error
Control	1.00	0.10
Treatment 1	1.10	0.10
Treatment 2	1.20	0.10
Treatment 3	1.30	0.10
Treatment 4	1.40	0.10
Treatment 5	1.50	0.10
Treatment 6	1.60	0.10
Treatment 7	1.70	0.10
Treatment 8	1.80	0.10
Treatment 9	1.90	0.10
Treatment 10	2.00	0.10

Table 1 shows the results of the analysis of variance for the different treatments. The results are given in the following table.

TABLE XXXIII

NUMBER AND PERCENTAGE OF GRADUATES FROM THE PRIVATE HIGH SCHOOLS WHO WENT ON TO UNIVERSITY COMPARED WITH PROVINCIAL NORMS¹

Total Number of Grade XII Students in Alberta in 1948.	Total Number of Civilian Students in Alberta who Went on to University in 1948.	Percentage of High School Graduates Who Went on to University in 1948.	Total Number of Grade XII Students in the Private Protestant Schools in 1948.	Total Number of Graduates from the Private Protestant Schools who Went on to University in 1948.	Percentage of Graduates from the Private Protestant Schools Who Went on to University in 1948.
6,302	927	14.7%	268	87	32.5%

An attempt is made here to ascertain the standard of the private Protestant schools with regard to such facts as the number of graduates obtaining the high school diploma, number earning university matriculation, approximate percentage who go on to university. In order to do this it was necessary to find provincial norms with which to compare the records of the schools in the survey. Statistics for this purpose were supplied by the Registrar of the University of Alberta from the University Statistical Report and from statistics supplied by Mr. Evensen, Associate Director of Curriculum.

Tables XXXI and XXXII show that in 1946 there were 11.3% of Grade XII students in Alberta who earned university matriculation, as compared to 17.5% in the private schools in the year 1948. Assuming that these percentages would remain fairly constant from year to year these figures favor the private schools.

These tables further reveal that in 1946 there were 26% of Grade XII students in Alberta who graduated with the high school diploma as

1) Provincial norms for Table XXXIII were supplied by the Registrar of the University of Alberta and are from the University Statistical Report.

compared to 29.7% in the private schools in the year 1948. These figures again favor the private schools of the survey.

Table XXXIII makes a comparison of the percentage of graduates who went on to university from the private schools with the percentage from the province as a whole. There were 32.5% of graduates who went to university in 1948 from the private schools as compared to 14.7% from the province as a whole that same year. These figures show that over twice as many graduates went to university from the private schools as went from the province as a whole.

3. Conclusions Relating to Data Presented in Chapter VIII

Subject to the limitations of the data-gathering procedures used and the human element involved, the following conclusions emerge from the data presented in this chapter.

- a. There is rapid growth in these schools. In the last decade the total population of the eight schools in the survey more than doubled, from 319 in 1940 to 754 in 1949. Also the number of schools increased from 7 in 1940 to 8 in 1946.¹
- b. The number of teachers increased during the ten-year interval from 48 in all the schools in 1940 to 54 in 1949.
- c. The record of these schools with regard to the number of students earning the high school diploma is higher than the average for the province as a whole. In 1946, 26% of Grade XII students in Alberta obtained the high school diploma. In 1948, 29.7% of

1) Data for conclusions (a) and (b) are from the Form-A Cards at the Department of Education. Facts for the private schools are from the questionnaire.

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students in the private high schools.¹

- d. The record of these schools with respect to the number of students who earn university matriculation is above the average for the province as a whole. In 1948, 17.5% of Grade XII students in the private schools earned university matriculation. In 1946, 11.3% of Grade XII students in the province obtained university matriculation.
- e. The record of these schools with regard to the number of their graduates who go on to university is impressive. The percentage for the private schools was 32.5% in 1948 as compared to 14.7% for the province the same year.²

The apparently high record of these schools with respect to the number of their students earning the high school diploma, university matriculation and the number who go on to university, may be due to a higher degree of selectivity of students, or it may be due to a superior school environment. The real reason would be difficult to determine.

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- 1) Data for (c) and (d) concerning student graduation for the province as a whole were supplied by Mr. Evenson, Associate Director of Curriculum. Facts for the private schools are from the questionnaire. Conclusions (c) and (d) are valid subject to the correctness of the assumption that provincial norms relating to these facts remain fairly constant from year to year.
 - 2) Data for (e) is from the University Statistical Report.

CHAPTER IX

CONCLUSIONS

This chapter will be devoted to conclusions which emerge from the data presented in this thesis. The conclusions will be set down under headings corresponding to the purposes of the thesis as detailed in Chapter II. Subject to the limitations of the data-gathering procedures, and subject to all the human factors which may be involved, the following conclusions emerge.

1. Conclusions Relating to Religious Programs.

1. The schools of the survey are fostering religious education in Alberta to the extent of 1 hour and 20 minutes for religious instruction in school hours, 43.7 minutes for religious instruction outside school hours, 1 hour and 20 minutes for devotional exercises during school hours and 2 hours and 23 minutes for devotional exercises outside school hours. These times are averages, per grade, per week.
2. Due to the varying points of emphasis in Protestant religions very little can be abstracted from the religious curricula of these schools by way of common elements for adoption by the public schools. The only religious practice common in the private schools during school hours which is not provided for in the School Act is singing.

2. Conclusions Relating to Academic Offerings.

1. An adequate selection of academic and general electives is offered in most of the schools of the survey.

2. Commercial electives are taught in only half of the schools.
3. Technical electives are unknown in seven schools out of eight.

3. Conclusions Relating to Pupil and Teacher Populations.

1. The private Protestant schools studied in this survey show, on the whole, a significant growth in pupil population in the last decade, during which they more than doubled in student population.
2. These schools, after an initial drop in teacher population in the first two years of the war, showed a more or less steady increase in the number of teachers up to 1949. The total number of teachers increased from 39 in 1942 to 54 in 1949.

4. Conclusions Relating to Student Graduation.

1. The record of these schools with regard to the number of students who earn university matriculation is above the average for the province as a whole. In the private schools 17.5% of Grade XII students obtained university matriculation in 1948 as compared to 11.3% in the province as a whole in the year 1946. The norms for the province remain fairly constant from year to year. Whether the high record of these schools is due to a higher degree of selectivity of students or whether it is caused by other factors in the school environment, would be difficult to ascertain.
2. These schools stand high with regard to the number of their students who graduate with the high school diploma. In 1946, 26% of Grade XII students in Alberta obtained the high school diploma. In 1948 29.7% of Grade XII students in the private schools obtained the high school diploma.

3. The record of these schools with regard to the number of their graduates who go on to university is significantly high. The percentage for the private schools was 32.5% in 1948 as compared to 14.7% for the province the same year.

5. Conclusions Relating to Teacher Qualifications.

1. These schools have a high record with regard to the number of teachers holding degrees. The percentage of their teachers having one or two degrees is 73.7% as compared to 63% in the public high schools.
2. The religious qualifications of the teachers appear to be high.

6. Conclusions Relating to Trends Apparent in This Survey.

1. The trend is for these schools to grow and expand in a number of directions: student populations, number of teachers, number of schools (one school was added during the 10-year period) but only slight increase in the number of subjects offered.

7. Implications Growing Out of the Findings in This Thesis.

1. Schools which send over thirty percent of their graduates to university are making a laudable contribution to education. This is the record of the private Protestant high schools in Alberta. Therefore, the implication is that they should be encouraged to carry on and assisted to expand.
2. The data presented in this thesis indicates that these schools more than doubled in population during the last decade. The implication is that they will likely continue to grow in the future. Therefore, it behooves educators in Alberta to be in-

formed of the facts concerning this growth, also the nature, extent, trends and significance of these facts, for our better guidance in planning education for the youth of Alberta.

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